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ABSTRACT

Drawing from a study undertaken during the summer of 1984, this report assesses the current status of Los Angeles Community College District (LACCD) libraries. Section 1 is devoted to instructional support services, covering roles and objectives; the present situation with respect to personnel, equipment, physical facilities and common needs; and program plans for specific community colleges. Section 2 discusses the services that the libraries provide for faculty and the ways in which the faculty helps the libraries. Section 3 highlights the activities undertaken by the libraries to teach information skills, including self-paced, individualized reading and writing instruction and library use instruction. In addition, this sections offers information on the libraries' use of computers and terminals, communication systems, information industries, governmental sources of information, and media. The needs, goals, and objectives related to information skills are also covered. Section 4 presents the results of a student survey designed to determine ways in which the libraries might better serve student needs. Section 5 focuses on internal operation, looking at technical service functions and future objectives for each campus. Finally, section 6 explores administrative organization, considering issues related to centralization and staff development, and summarizing responses to a districtwide survey. (LAL)

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THE LIBRARIES OF THE

LOS ANGELES COMMUNITY COLLEGE DISTRICT

A Review of their Current Situation and a Program for Future Development

Prepared by the Librarians of the District

10 December 1984

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FOREWARD

This Report was prepared as part of the study undertaken during the Summer of 1984, in cooperation with Robert M. Hayes, who served as Consultant to the District and the Librarians in its preparation. The organization of the Report is based on a Prospectus submitted to the District and Librarians by Dr. Hayes in July. Working groups of Librarians were then established to be responsible for each section; members of each working group were as follows:

Instructional Support:	Mary Hochman, Trade Tech Consuela Scott, West
Faculty Support:	Sarah Grab, Southwest Frances Vella, West Calvin Anderson, City
Information Skills:	Catherine Froloff, West Rose Snider, Harbor
Student Support:	Liz Campbell, Harbor Dorothy Fuhrman, City Joyce Livingston, Trade Tech
Internal Operations:	Martha Kuljian, Valley Michael Briggs, West Bruce Ferrell, City Zona Swan, City Cynthia Siskin, Valley Florence Robbin, Pierce Tom Smith, Pierce Louise Ehrhardt, Mission
Administrative Organization:	Darwin Aronoff, City Georgiana Sampler, East Frances Vella, West Liz Campbell, Harbor

The separate draft sections from each working group were submitted to Dr. Hayes in October. He then edited them into a Draft Report which was submitted to the Librarians for their review and correction and to the District as part of the submission of his own Report on the Summer study effort.

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1. INSTRUCTIONAL SUPPORT

ROLES AND OBJECTIVES

A learning resource program includes professional and technical staff that develop and implement services which enhance learning, a materials collection which encourages a variety of learning experiences, equipment which reflects state of the art, and a physical facility which is conducive to serious study and contemplative thinking.

In order to meet the needs of an instructional support program, a learning resource center may include the following components:

- A library with a collection of print and, perhaps, audiovisual materials
- A learning laboratory which includes special study materials, collateral text and media programs that supplement regular course offerings, and computers with associated programs and software
- An instructional media facility which includes audiovisual, graphics arts, and instructional television technology and services
- A set of facilities for tutoring

The Los Angeles Community College District includes nine unique and distinct instructional support units. Some function under the title of "learning resource center", but most exist as traditional libraries. The instructional support programs within these learning resource center/library units are really variations on a theme and may include one or all of the previously described areas.

The following statements reflect the instructional support programs of the nine campus learning resource centers/libraries. In each case, they exist to help educate students for transfer education, to four year institutions, or for vocational certification. To that end, the following are the collective objectives and concommitant services developed to meet them:

1. To develop a collection of all types of material which support the curriculum.
2. To maintain a collection of equipment which supports the curriculum and the various modes of learning.
3. To facilitate accessibility of materials through professional cataloging and the development of special subject headings which are appropriate to the campus.
4. To provide friendly and efficient assistance to all users of materials and equipment.

5. To aid instructors in preparing meaningful library assignments.

6. To bring to the faculties' attention new publications and materials in their areas of interest.

7. To acquaint students with the basic resources and services of the learning resource center/library.

8. To teach students.

9. To develop and provide library/information skills instruction to students and to faculty.

10. To teach students the ability to create a problem solving strategy for doing class projects.

11. To provide for the enrichment and information needs of students and faculty.

12. To create a comfortable environment conducive to serious study and research.

13. To provide instructional media technology and to help faculty design instruction.

THE PRESENT SITUATION

Present Program: Personnel

Can the objectives be met and the services rendered, given the present status of staffing, materials collection, equipment, and physical facilities ? Some can and some cannot be met. Those that depend upon the professional commitment of the staff--friendly assistance and one-to-one instruction--can and are being met; they are the rule and they are productive. Those that depend upon the institutional investment--collection development and equipment maintenance--cannot be met. Out-dated reference materials remain on the shelf too long; materials for new courses cannot be purchased because of their costs; current periodical subscriptions dwindle to the point where students and faculty cannot locate relevant current information; equipment is useless because it is not in working condition; it is difficult to coordinate services areas that are not in the same facility.

Table 1, following, shows the "human resources" available in the present program at each campus. It identifies the several positions found in learning centers/libraries and shows the number of such positions at each campus. It also highlights the fact that the several types of services--libraries, LRCs, tutorial, etc.--do not work together as unified instructional support units. The several types of positions therefore are not necessarily mutually related, supportive, or transferable.

Previous reports from librarians chronicle the decline in the number of professional staff, especially librarians, since Proposition 13. There is understaffing in all areas, however. Thus, while there is a substantial investment in equipment, there is not the technical staff needed to maintain and repair it; tutors are generally funded through Federal funds and are not integrated into most learning resource center/library units.

Table 1. Human Resources, 1984/85 Academic Year

	Campus								
	City	East	Harbor	Miss'n	Pierce	So.West	Tr.Tech	Valley	West
Librarians	4	3	3	3	2.8	3	3	3	4
Learning Lab Instructors			2			1	1		1
Instructional Media Specialists			1				1		
Certified Tutors							2		
LMTAs	3 *	4 *	4	2	4	4	5	4.5	5
Clerical	3	2	2	1			1	1.5	3
Electronic Technicians							1		
AV Technicians							2		
Graphic Artists				1			1		

Note: * means one of these persons is on leave

Table 2, following, shows the materials resources on each campus. (The figures are approximations, and they may or may not include audiovisual materials.) These figures show substantial variations, in size, nature, and scope of collections among the colleges; these are the result of differences in the history, the nature and depth of both past and current curricula, the backgrounds of the students.

All but three college--LATT, East, and City--classify their books by Library of Congress. Mission, LATT, Valley, and West classify audiovisual materials using the same systems as used for books. Harbor uses more than one classification system for audiovisual materials. City relies upon accession numbers for audiovisual materials. These materials are generally accessed through card catalogs; only West has an online computer catalog.

Present Program: Equipment

All instructional support programs have traditional audiovisual equipment (e.g., 16 mm, overhead, and filmstrip projectors). All libraries have paper copiers, reader/printers for microfilm/microfiche, and typewriters for use by students. Without exception, the reader/printers for microforms either do not work p p y at all or do so at whim. The problem with all equipment, in fact, is the lack of technical staff to maintain it.

The following discuss the specific situation at each campus:

City. The video system and multi-image system are non-operational. There is no media production staff (due, at least in part, to the District's plans for centralization). The learning lab has four Apple computers.

East. Equipment is limited to 16mm and slide projectors and a few video tape recorders. The equipment is housed in a room of the old library. There is no staff for maintenance of equipment.

Harbor. There is a TV studio in the instructional media center, but no staff to maintain or operate it. The TV van has been in storage for several years. There are five Apple computers in the learning laboratory.

Mission. There is traditional equipment, plus a B/W and color video camera and VCR in the library.

Pierce. A TV studio is located in the instructional media center, but with only limited staff for its proper operation.

Southwest. The CLSI system was purchased several years ago for circulation control and catalog maintenance, but it was never installed. The learning lab has six Control Data PLATO terminals. There is a TV studio, but it is used primarily for instruction in that field rather than for support to other instruction.

Trade Tech: The instructional media center has full operational media production facilities, including a TV studio,

Table 2. Present Program: Materials

	City	East	Harbor	Miss'n	Pierce	So.West	Tr.Tech	Valley	West
Books (volumes)	120K	60K	80K	35K	99.4K	60K	70K	80K	56K
Period'l titles	190	320	400	289	571	300	435	400	330
Microf'm titles		22	86	70	5K*		54	200	11K*
Gov't Docs				9K	26K				
Slides				14K			2.5K	.6K	
Filmstrips				587			1000	200	
Films				121	728		600	1000	2300
Records		2800		215			300	250	
Videotapes				67	371		200	800	1280
Audiotapes				1596	3500		300		4000
Computer software							100		100

Note: * means "items", rather than "titles"

TV van, graphics reproduction, and post-production equipment. Remote production of events is a specialty. The learning lab has 12 TRS-80s, 8 IBM P/Cs, and 4 Control Data PLATO units, but no technician to service the equipment.

Valley: For the past two years, an AV technician and one distribution clerk have operated instructional media services. Most of the equipment was purchased in the mid-1960s. No equipment has been purchased for the past several years. There is no TV studio in instructional media services.

West: There are 12 Apple computers in the learning lab; there is a TV studio.

Present Program: Physical Facilities

The physical facilities differ radically from campus to campus, both in their age, their organization, their current condition. Four of them have new learning resources centers, built within the past decade: Harbor, East, West, and Trade Tech; each of them is an open design featuring individual study areas, group-study rooms, and much leisure seating, along with spaces for learning labs, instructional media, and tutoring. However, even given these new facilities, only Harbor, West, and Trade Tech include all learning facilities within one building; East places them in dispersed places.

The following summarizes the current status of physical facilities for each campus:

City. One multi-level building, with two independent departments--the library and the media center. Each department has a separate outside entrance.

East. A two-story building with one large video-equipped classroom on the second floor. The audiovsual component is in a separate, building (the "old library"), even though it is under the responsibility of the library department head.

Harbor: A two-story building with three distinct departments --the library, the learning assistance center (which includes tutoring facilities), and the instructional media center. The IMC is closed off from the rest of the LRC.

Mission: A one-level store front building containing the print collection, the AV collection, AV equipment, and tutoring facilities. A new LRC is in planning.

Pierce: A multi-level building with two separate, independent departments--the library and the audiovisual.

Southwest: A multilevel library. Other services are in different departments in different buildings.

Trade Tech: A multi-level building with access to all four service areas via one entrance, enabling easy communication among staff. There are two theaters, seating about 85 people, which can be used even when the LRC is closed.

West: Multi-level building, with the media center and learning lab as one facility on the first floor. There is access to meeting rooms even when the LRC is closed.

Present Situation: Common Needs

Although the specific programs on each campus differ, there are some common needs in order to achieve objectives.

First is the need for additional human resources. Learning resource centers and all of their service areas are labor intensive. They need more professional librarians, specialists with the academic background and professional preparation needed to plan, develop, organize, and implement library/information policies and programs. There is need for additional technicians, with appropriate academic background or experience to perform technical functions.

In this context, it is essential to have student workers to perform routine functions, such as retrieving and shelving books, periodicals, audiovisual materials, and software; sorting materials; and helping to process materials as they are received. For the past two years, the District has not allocated funds for student workers. The library has had to rely on a limited number of work-study students; by the time the paperwork for hiring them was completed and they could begin work, there was a huge backlog of work to be done. A minimum of 2400 student assistant hours per semester per LRC is essential to maintain effective access to LRC materials.

Second, there should be a maintenance agreement for the equipment that is currently installed (microform reader/printers, especially), or replacement equipment should be acquired. Presently, these units cannot be maintained in operating condition, so they simply occupy space, and the microform holdings have become totally useless. There should also be a maintenance agreement for computer equipment, or the same thing will happen.

Third, learning labs on all campuses should become a more integral part of classroom instruction and of the support activities.

Fourth, intercampus sharing of expensive instructional media technology might be an effective and efficient way of preventing unnecessary duplication of equipment and staff. However, this should not be construed as suggesting a wholesale centralization of instructional media services. A committee, composed of campus media professionals and District administrators should meet and make recommendations by the end of the year.

Fifth, as funds become available, colleges should be linked together with video communications, so that the best educational resources can be shared. Larger contract education and community based courses could be transmitted to encourage increases in student enrollment.

SPECIFIC PROGRAM PLANS

The following shows the program plans for instructional support that are specific to each campus.

City

For years, the library at City was viewed as the one that set standards for the rest of the District. It had more librarians, more books, and more specialized services, such as a textbook collection. During the past several years, though, services have been eliminated as staff was reduced. Currently, the librarians do not have time to develop a comprehensive instructional support program. To attempt to rebuild services, a minimum of four librarians is needed to cover collection development, reference support, cataloging, serials, and circulation-reserve book management. Once those basic needs were met, it would be valuable to have an additional position combining functions of faculty liaison and library instruction. With the quantity and quality of the present professional staff, City is really not able to do even what it should have been doing for the past 6 to 7 years. Without more good staff, City cannot consider new services and will probably need to reduce even further the services now being provided.

With respect to collections, City needs more books in Armenian, Chinese, Vietnamese, and possibly Korean and Spanish to help foreign students.

With respect to facilities, City needs more study-group rooms; with minor remodeling, three more group-study rooms could be built.

East

Years of staffing problems and lack of administrative support have created somewhat gargantuan problems. Growth is need in all areas of instructional support. Last Spring, a campus committee was formed to investigate the possibility of creating a learning resource center encompassing the four service areas: the library, the learning lab, the instructional media center, and the tutorial facilities. The plan is still under consideration, but an entirely new building would be prohibitively expensive. With major remodeling, though, a learning center could be created.

Currently, East is understaffed. Nevertheless, we attempt to serve all of our students, many of whom come from foreign countries and speak very little English. We must provide in-depth, one-on-one instruction to most of our students. Until an LRC is developed, the addition of two librarians, one for instruction and one for faculty liaison, would help us deliver more effective service and enable us to begin to develop a library/information skills class. When East's LRC becomes a reality, there will be requirements for specialists in instructional media and instructional design, instructors for the learning labs, and tutors. Our present technical and clerical staff need additional training in order to fulfill the duties of their respective job descriptions.

With respect to collections, East's print collection is antiquated and needs updating in all areas. The Chicano and Asian studies areas need to be expanded. Las year, much of East's book budget was spent on purchasing reference materials.

East's open periodicals collection is constantly being raided by students; closed periodical stacks would help alleviate this problem and would help ensure that students obtain periodicals necessary to complete assignments. Enclosing the periodicals stacks is definitely more cost effective than spending money on periodicals which disappear.

Harbor

The help rebuild services, the library needs another librarians to catalog audiovisual materials. The instructional media center needs technical staff to operate and maintain the TV studio; and additional tutors are needed in the learning center. The addition of an instructional librarian would enable Harbor to develop library/information skills courses.

To improve reference and teaching services, Harbor would like to purchase the Periodicals Index (published by Information Access Co.) and would like to have online database searching capability to services such as DIALOG, ORBIT, and BRS.

Mission

Mission has a very good one-unit library skills course (LMT 15), which is organized to help students doing research papers. The course is taught by a librarian as an extra, hourly assignment. With appropriate continued staffing, the course should continue to evolve each semester.

In addition to three librarians presently at Mission, there is need for a serials and faculty liaison librarian, for instructional media specialists, for subject tutors and/or learning lab instructors, for computer specialists. With additional money and staff services that have been discontinued could be restored--cassette duplication, set-ups for special events, and photography services. New services--such as preparing bibliographies and study aids, preparing displays, duplicating slides, providing audio and video taping services--could be developed further.

Mission anticipates collection growth commensurate with growth in FTE enrollment, new courses, and new programs, but the total number of volumes will probably never exceed 50,000 to 52,000.

Desirable study facilities include: AV screening rooms, conference and study rooms, and laboratories for computers, foreign languages, and reading, writing and mathematics.

A new learning resources center is being planned. It will feature the areas of library, learning lab, instructional media services, and tutoring facilities.

In summary, any deficiencies in providing wonderful instructional support at Mission are directly the result of lack of funding. The staff have the imagination, talent, knowledge, and desire. With financial and administrative support, good things will happen.

Pierce

To function well at the present time, Pierce needs more funds generally for materials. Pierce plans to expand the library skills program. There is need for a larger budget for student workers and for two more clerical positions.

Southwest

At Southwest, problems with staffing and administration make functioning on a day-to-day basis the top priority. There is need for an additional

librarian for collection development and faculty liaison. Because of the anticipated increase in Latino enrollment, there is a growing need for ESL instructional support and reading labs.

Southwest offers one library skills class (LMT 15). We would like to offer more classes, such as a three-unit course for transfer students. the addition of an instructional librarian to the present staff would help in accomplishing this goal.

The physical plant at Southwest is a major problem. If remodeling were fiscally feasible, it would certainly solve some of the problems in delivering instructional support services.

Trade Tech

Last Spring, the professional staff of the LRC, bringing together the members of several departments, established three instructional objectives for the 1984/85 academic year, with the aim of working as an integrated unit in fulfilling the goals as a learning resources center:

1) To develop and begin implementation of a five-year program plan for the LRC that would include:

   a) reconfiguration of various locations within the LRC in order to improve the total utilization
   b) identification and prioritization of specific LRC activities
   c) description of funding needs, commitments, and limitations.

2) To increase and develop LRC use of media technology in the following areas:

   a) development of computer asssisted library curriculum
   b) development of single-unit course in the use of microcomputers and/or content areas through their use
   c) computer assisted instruction as support of content areas
   d) increased use of data management and word processing
   e) bibliographic database services (such as BRS)
   f) development of instructional strategies among faculty, staff, and administration that would include infusion of technological capabilities, instructional planning and evaluation techniques for the primary purpose of improving the instructional product presented to students in the classroom.

3) To develop programs in conjunction with other faculty which would maximize use of the LRC in quality teaching. This would encompass:

   a) a bibliographic instruction program
   b) cooperative instruction with faculty who have need for library research assignments as part of their courses
   c) development of programs throughout the various disciplines aimed at raising the literacy levels of students

The addition of an instructional librarian would help in accomplishment of these goals. Also, the addition of a collection development librarian

would enable Trade-Tech to update certain technical subjects--printing, computer technology, and robotics, for example.

Trade-Tech also needs a technical assistant in the computer room and an additional clerical position in the library.

Trade-Tech recognizes that fiscal constraints prohibit providing in-depth service in all LRC areas. Some of the traditional areas are therefore being neglected in order to develop the services listed above.

West

West would like to offer more sections of LMT 15 and more seminars for faculty and staff. West would like to be in a better position to meet library instructional needs as they exist. For example, when there was a ReEntry program, the library offered seminar for those students. West now offers a single-unit cclass, LMT 15, and a three-unit class, LMT 2, taught by the reference/instructional librarian.

West needs a position of instructional librarian or instructional coordinator to implement the instructional program. This librarian would have constant contact with the faculty, schedule classes, development instructional materials, and market the library(s instructional services. The librarian should take an active part in curriculum development.

To extent and to provide better services, West needs the following positions: librarians for collection development, reference, cataloging, serials, instruction, and faculty liaison; instructional media specialists; subject tutors; learning lab instructors; and computer specialists. Providing effective services cannot be accomplished when librarians are filling two or more different responsibilities. For example, presently the librarian who is responsible for reference and instruction is also the faculty liaison.

West needs additional "browsers" and computers for computer-based instruction. There is need for continued up-to-date collections of library references--books, oeriodicals, pamphlets, newspapers, indexes, government documents, microforms, and non-print materials.

A large conference room and a classroom that can be used as needed for library classes or group instruction are desirable.

Valley

Valley is understaffed. With only three librarians, the Library no longer offers a regular orientation schedule. If more than one librarian is on duty (between 9 AM and 3 PM), a librarian will attempt to accommodate requests for orientation. With additional money and librarians, we could begin to rebuild our services. That would include cataloging the media collection for the learning center, selecting and acquiring media to update the instructional media services department, and updating the special subject bibliographies which were compiled mainly between 1972 and 1976.

2. FACULTY SUPPORT

Faculty support is often taken for granted in an academic library. After all, any well-educated person would understand the place and function of the library in an academic setting. But is this true ?

There are some basic services which the library provides every faculty member, services that are considered as routine:

1. To provide orientations and/or library lessons for classes.
2. To keep books and other materials on reserve for use by specific classes
3. To provide inter-library loan services
4. To notify faculty of new materials which pertain to their discipline
5. To welcome faculty input in suggestions for purchases
6. To provide handout which instructors can give to students (such as, "How to write a term paper" and "Suggested topics for term papers")

There are other services which the libraries of the District have provided in the past but which had to be canceled because of lack of staff and funds:

1. Holding seminars which were used to inform faculty of library activities and services and to orient them on the use of new references in their subject areas
2. Developing bibliographies
3. Checking reading lists to assure that the library has the material specified by the instructor so that the student can be expected to use specified material
4. Developed and published a Faculty Handbook describing library policies and services (while some libraries have produced such handbooks, they have not been able to update them)

The faculty in turn helps out the library by:

1. Making suggestions for selections of books, periodicals, and audio-visual materials
2. Making suggestions for weeding the collection
3. Donating books and subscriptions
4. Serving on faculty Library Committees

All of these are a small, superficial part of the library's real mission. Faculty support is basic to every academic library and the library is, to a significant extent, dependent upon the classroom and the assignments given to students. This can create problems unless there is an understanding that the library is here to help the instructor. He should not feel threatened by the library but rather should realize that the library is here to supplement his work in the classroom by providing materials related to the course and by providing the services needed for students to find and use these materials. The library should be involved in the planning of assignments and term papers. An assignment for which there is little information in the library will not only be difficult for the students but will result in frustration and discouragement.

Related to this is the need for librarians to serve on curriculum committees and to assist in the planning of new programs. All too often the library is notified of a void in the collection only after the class has started, and it will take weeks to receive the materials needed.

With the proliferation of new information sources, new reference materials published annually, and the availability of online data bases, it is impossible for everyone to be knowledgeable about everything. In the college, the librarian is the information specialist with the responsibility to keep informed. Unfortunately, without the money or the staff to purchase these materials and services and make them available, all these new resources are lost to us.

Much attention is given to literacy and the need for academic excellence. Are not library skills and research related to this "literacy" ? Is not the library the place where materials of all levels along with the equipment to assist students in reading and other improvement available ? Is not a person more self-sufficient both in and out of school if he knows where and how to get information or even recreational materials ? Can a person be considered educated without this knowledge ? The library can help the college and faculty in these projects.

Last but not least, it should be remembered that the librarian in the community college is a teacher. As such, in addition to the traditional role as librarian, there is the obligation to instruct both individually and in classes, to serve on faculty and campus committees and faculty organizations, and to keep abreast of and participate in campus activities. Our library specialties must be viewed within the larger picture of how we can better serve our students and faculty.

All of the foregoing has been from the librarians' point of view. In polling faculty, we find other needs which unfortunately we cannot solve:

1. Sufficient space to house an entire class together in the LRC.
2. Departmental equipment (e.g., VCRs and monitors) and collections.
3. More staff to instruct students on the use of equipment
4. More efficient inter-library loan for periodical articles, such as the use of facsimile equipment.

We understand these needs and sypathize with them. Some, of course, are outside our control; others, though, we will certainly try to join with faculty in meeting. Faculty, administration, and students must understand that to do an efficient job not only requires materials but staffing at various levels--certificated, classified, and student. All musr work together to create an effectual and profitable environment. Perhpas the existence of a campus Library Committee will facilitate the dialog between library and faculty. With better understanding of Library/LRC needs and services, they may be able to exert more influence on administration and budget committees.

3. INFORMATION SKILLS

The concept of providing students with information skills has been an important if not the primary ingredient shaping the support services of the Los Angeles Community College District. The library (or, learning resource center) can serve as a focal point around which other support services can gather--the basic skills program, learning laboratories, tutoring, assessment and counselling program, and computer-assisted instruction. Together, these form an educational resource that is increasingly necessary; they offer the latest in technology to support the instructor and student in the classroom.

Support services and the classroom are complementary; each without the other is lessened in its effectiveness. To debate their relative importance is valueless, since it is the partnership between the two that is important.

SPECIFIC INFORMATION SKILLS

The following discusses each of a set of identifiable information skills which are of value to the educational process, to the student as a citizen and individual, and to the development of job-related capabilities.

Reading and Writing

The ability to read and write is the first important information skill necessary for academic success. All colleges in the District have a basic skills program incorporating a combination of conventional with self-paced individualized classes in English, Mathematics, and Psychology. In these courses, the student can improve his reading and writing ability. He can also work on study skills, including note-taking, test-taking, and basic mathematical computation. These courses are given under the aegis of other departments, but the library has provided important and necessary supportive services. Libraries acquire, maintain and provide access to a variety of materials--books, periodicals, newspapers, and pamphlets--that can be used by the student. In addition, several libraries, particularly West, provide access to non-print materials that can be a tremendous aid in the educational process. Librarians have worked alongside instructors to develop lists of high-interest, easy to read books for reading classes.

Learning laboratories in English, Reading, and Mathematics serve to complement the Basic Skills Program, although not all campuses have a lab in each of those areas. It must be mentioned that drastic budget cuts, causing loss of personnel in the Learning labs, have seriously impaired the vitality of these programs on all campuses. Learning materials are available, but the personnel to work along with the student is severely lacking.

Computer-assisted instruction, a fairly new addition to all of the nine campuses has become an important source of support to the basic skills program and classroom instruction and its importance is growing, even though budget cuts have severely hampered Tutorial Services. For example, at West only 30 student hours have been funded in English and mathematics. CAI thus is supplementing both

instruction and tutorial help in these areas. However, CAI has not been immune to the same budget cuts experienced by other services. Again for example at West, CAI is administered by an instructional assistant who is funded to work there for only 15 hours per week. The remaining 25 hours the Center is open it is administered by two student workers. The size and breadth of subject areas covered varies from campus to campus. This is also true of the administrative control of the program. Mission has one Apple II, housed in the library, with a few programs; Trade-Tech has over 100 programs housed in the Learning Center; all of the CAI programs at Valley are connected to a department; West has a budding CAI program on the first floor of the LRC, but it is not under the administration of the library; the CAI program at Pierce is part of the Study Skills Center which is separate from the library; at East, Harbor, and Southwest are similarly not part of the library's organization and are housed separately.

Project Access, a new student assessment program forming the basis of counselling, has been instituted at all District college campuses as of Fall 1984. This program merits mention in this report since it tests students' reading and writing ability by use of a standardized test developed by ACT. These scores are used by the counselling staff to recommend classes in which to enroll. Students not testing at college-level are referred to the Basic Skills Program.

Use of Libraries

Instruction in the use of libraries is administered through conventional classes, self-paced programs, tours, gneral and specific orientations, library hnadouts, and individual student-librarian contact through the reference interview. "Library Media Technology 15" (Library Research Methods--one unit) is taught at Mission, Pierce, Valley, West, and Southwest. This course is based on a self-paced, self-directed workbook and is an introduction to basic reference sources available in each library. (West chooses not to use the workbook.) This course was dropped at Trade-Tech due to lack of staff and because the librarians felt that another learning mode would better serve their student body; a one-unit CAI course is in the planning stages, but again staffing limitations preclude immediate development. There is no "library usage course" taught at East. A three-unit course in Library Resources is being taught at West. It is to be mentioned that at one time there was an extensive library media technology program, leading to certification as a Library Media Technician, taught at City, Trade-Tech, and Valley, but they were dropped due to the tight labor market and decreasing staff.

Any number of orientations ranging from general to specific subject areas and slanted toward specific clientele are given, but again there has been a marked decline in this area due to lack of adequate staff. For instance, West used to give a library orientation to re-entry students, tutors, new and returning faculty every semester, but has had to curtail this due to staffing limitations. Valley also no longer offers a regular orientation schedule. All libraries have various handouts for students, but some are running out of them with no replacement in sight, due to lack of funds for printing. These handouts ranged from individual library handbooks to broadsides on resume writing, on how to write a term paper, on suggested topics for papers and speeches, etc.

- The production of subject bibliographies has virtually halted with the remaining bibliographies becoming outdated, again due to lack of sufficient staffing.

Use of Computers and Terminals

Only one of the nine campuses has computerized any of the library functions. West College Library has an automated circulation control system and an online catalog. Their experience has been largely favorable, although there is an expressed need for there to be at least one staff member whose sole responsibility would be the computer system and the daily task of running it and its programs. These chores are now distributed between two librarians and four classified staff, taking them away from their other assigned duties. One full-time classified person, assigned to circulation control, could fulfill this duty. Students at West have been introduced to the forefront of library technology and take their experiences with them as they continue their education or enter the work force. Southwest College Library also purchased the same automated system for circulation control and online catalog, but due to lack of personnel and funding to finance a phone line, it has never gone online. Needless to say, this is a waste of a major capital investment. It should be said that the CPU at West has the capacity to hold the catalogs of three campus libraries; the contractor can deliver added CPUs to meet the needs of the total district (they have automated much larger library systems than that of the District). The more campus libraries on the system, the more cost/effective it is. There is more than enough flexibility in the format used for the online catalog system to accommodate the different cataloging idiosyncrasies present in the several campus libraries. Therefore, there would be no loss of campus autonomy. Finally, none of the microcomputers on the market at the present time has enough storage capacity to handle an automated online catalog and circulation control system. Staff of libraries at other campuses, in particular Valley, have expressed interest in computerizing library functions but have been held back by lack of funding from administrations.

As stated earlier, CAI is present on all campuses but generally is housed and administered by other departments. CAI serves the double function of supporting classroom instruction and aiding in the battle for computer literacy. It not only helps the student in their course work but introduces and familiarizes him with the workings of the computer itself. CAI programs are a step better than the Autotutorial programs used in the 60s and 60s, for they can be customized to fit the course work done in individual classes. At West, in addition to commercial programs purchased in the subject fields of mathematics, there are customized disks related to classwork in Physiology, German, Spanish, English 46, and English 28. These customized programs are most popular with students and teachers. Customized disks take additional time to create; with a program assistant working only 15 hours per week, there is little support for this activity.

Use of Communication Systems

Use of communication systems is at a very rudimentary stage in the campus libraries. Interlibrary loan through District courier is performed only for faculty. At this point in time, even this service

has been curtailed at several libraries due to lack of adequate staffing.

The catalog for Southwest Library's collection, at the time of input in 1980, is already in the files at West, and all the necessary hardware is in the Southwest Library. However, for the past four years there has been no money budgeted for the phone line needed to make the circulation control system and online catalog operational at Southwest.

Only one campus--West--has a closed circuit video distribution system to deliver films and videotaped programs to monitors in the classrooms. This service had to be suspended during evening hours in Fall 1984 due to lack of staff; there is no money for an electronic technician during evening hours. Other campuses which have a pickup video distribution system have also followed suit for the same reasons. What this means is that the evening student population, which in the past has been larger than the day population, is virtually deprived of the rich collections of audiovisual materials for classroom instruction, unless the evening instructor can make arrangements for reserving equipment and material and having it stored where he can readily pick it up before class.

Use of Information Industries

With the exception of East and City, all libraries subscribe to and receive MARCFICHE. Only three libraries--Mission, West, and Southwest--have expressed an interest in a future use of automated cataloging information systems (such as OCLC). All libraries receive the SCAN Newsletter and have facilitated faculty requests for database searches through the LANCERS system. Trade Tech in addition subscribes to BRS (Bibliographic Retrieval Service) as of Fall 1984 and performs online searches for faculty members. Only three libraries--Mission, West, and Southwest--are interested in any future planned use of any automated reference information systems.

Use of Governmental Sources of Information

Three college libraries--Harbor, City, and Pierce--have been forced to discontinue their subscription to GPO's Monthly Catalog. However, they and all other libraries continue to order government publications. No separate file of them is maintained at any library, but instead some publications are filed in the pamphlet file under subject and others are cataloged and added to the book or periodicals collection. A very general and small collection of California public law is kept in reference in all of the libraries.

Use of Media

All campuses have a media department which not only houses commercial audiovisual materials but works with instructors creating individually tailored audiovisual material for classroom instruction. The media department on most of the nine campuses is housed and administered under a different governing structure. Only at West and Mission are the media departments and the libraries both in the same building and the same department. Learning labs and Tutoring, although housed also in the LRC, are under other departments. In addition, West has a truly integrated card catalog, incorporating both print and non-print materials under the same cataloging rules and principles. Other libraries--Valley and Mission--are involved

in the cataloging of audiovisual materials, although classified in a different manner. All media departments, regardless of where they are housed or how they are administered, have suffered cuts in both personnel and budget of staggering proportions, with curtailment and, in some instances--City, Harbor, and Valley--even suspension of services to the evening division. This is an unfortunate time for these cutbacks to have occurred, just as innovative programs had been initiated. For example, at West, 75 students have been allowed to register late in eight 3-unit courses, using ITV programs. (The half-hour lecture on tape is followed by a half-hour discussion, led by an instructor who can structure it in a way better to meet the different learning abilities of his students.) There are an additional 75 students enrolled in Coop Ed courses taught in the same fashion. Thus, the Learning Center can not only be a support system but can also generate weekly student contact hours which can be added to classroom ADA figures, the basis for future college funding.

CONCLUSION

What is evident, after going through the reports from all of the campuses, is that cuts in budgets and personnel have seriously jeapordized the support services available to students and faculty. Even though it can be said that there are nine different administrative structures handling the transmission of information skills to the student body, all these vital programs have been cut steadily through the years beginning in the middle 70s and, more drastically, in the last two years. The Los Angeles Community College District, which started out imbued with the highest goals in preparing its communities for further education, job training, and living skills by incorporating the latest in educational technology, has allowed the very existence and strength of these innovative programs to be sapped away by cuts in budget and personnel, especially at a time when these programs are imperative if we are to reach and service the increasingly diverse population of Los Angeles. We could be in the forefront of the educational world, but instead we are falling by the wayside. If we allow the support services to go, the classroom instructional program will wither away.

THE NEEDS

First, is the need for certificated personnel, especially librarians, to become more actively involved in instruction by developing, organizing, and implementing courses. All learning resource centers/libraries offer orientations to classes, tours, and seminars on writing term papers, though restricted in doing so by the limited staff. These are all publicized in staff bulletins and student newspapers, at departmental meetings, and in conversation with classroom faculty. Most of them take the form of lectures reinforced by special topic handouts; often they include brief tests and follow-up assignments. City, Mission, and Harbor also use a 20-minute slide program, "Let's Check Out the Library", produced by the District.

In this context, though, more formal instruction is desirable. The consensus among the librarians is that library/information skills should be a District graduation requirement. Courses to implement it should be developed by certificated LRC personnel and be adminstered by and offered through the learning resource center/libraries. Mission had such a requirement during 1983/84 academic year (LMT 15 being required as part of English 1), but the decision was made to drop it when data indicated that students were taking

English at other colleges that did not have that requirement. Several colleges (City, Mission, Southwest, Trade Tech, and Valley) have offered a self-paced, one unit library skills course for severla years, but the actual administration of it has varied from campus to campus. Trade Tech dropped the course this year, in order to revise its content and format. West offers two courses, one (LMT 2) of three units and the other (LMT 15) of one unit; both are taught by the reference/instructional librarian. From the experience of the people involved in such courses, it is estimated that they can be implemented in two semesters, provided there is support in terms of money (for supplies and printing), staff (one librarian per campus with other LRC certificated staff as consultants), and administration (for committee approvals, etc.).

GOALS AND OBJECTIVES

1. Restore certificated and classified staffing to previous levels so that adequate functioning of programs can be maintained
2. If circumstances warrant, augment staff, possibly using student population figures as a basis
3. Restore adequate funding for print and non-print materials, equipment, and supplies
4. Activate Southwest's automated circulation system and online catalog
5. In order to make the automated systems more cost/effective, bring all campus libraries online.

4. STUDENT SUPPORT

The Student Support Working Group addressed the problem of making the library, as information center, an important and meaningful part of the life of the student, beyond the formal instructional program.

It was decided that the best way of determining how the library could best serve the needs of the students in this respect was to poll the students directly. Committee members had many ideas as to how student support services could be improved, based on past requests by students, but these came from a select few who were regular users of the library and motivated to communicate their wishes to the staff.

The survey was designed with the intention of asking the students in general terms how the library might serve their individual needs, in the hope of soliciting answers that occurred to the student, rather than putting words in their mouths. Separate general questions were asked regarding books, magazines, records and tapes, videos and films, environment, hours, information services, and others. At the end of the survey, specific ideas were presented which the student could check if they were considered useful.

Time and economic constraints made it impossible to distribute the survey in a truly scientific manner (in which the number of surveys distributed to each campus might have been related to the number of students; the method of distribution might have been controlled to assure uniformity; the distribution might have been preceeded by uniform explanations; and the survey might have been collected in a uniform manner; the survey might have been pre-tested). However, although not gathered in a scientific manner, the survey can provide a picture of needs as viewed by the students.

A total of 1000 surveys was distributed--slightly over 100 for each campus. On some campuses (generally the smaller ones), the staff could distribute only to students in the library. This meant that, generally speaking, the larger campuses are more widely represented.

After reading and tallying the survey responses, the Committee felt that they were valuable and would provide meaningful guidance to the librarians for planning services to be made available when money and staffing permitted increasing levels of student support. While the actual surveys will be kept together by the Committee chairperson, separate tallies of quantitative responses have been made for each campus, and each individual tally will be distributed to the appropriate campus. The individual campus tallies reveal gaps in collections, both instructional and non-instructional, as well as problems in the environments and the degree of concern over these problems on the part of the students. As librarians try to overcome these problems, their actions will be supported by actual documentation as to the student needs and desires.

A combined tabulation of the survey has been compiled from the nine-campus data, included as Table 3 at the end of this section.

The reader, of course, will want to analyze the tabulation and draw his own conclusions. The Committee, though, has some generalizations to make which, after working closely with the surveys, it feels are significant.

Students are far more concerned that their libraries contain the most basic materials and services than that catalogs be online, circulation systems be automated, or computerized services such as DIALOG or BRS be provided. Most important are basic needs in terms of books and magazines--both instructional and recreational. The many gaps in the collection, the dearth of up-to-date materials, problems in access to the available materials (especially periodicals) all create serious problems for the students.

Students on most campuses wanted more recreational reading: up-to-date fiction, science fiction and mysteries, and recreational magazines, especially those related to sports. Certainly it is a first priority to provide these materials as an inexpensive way of attracting more students to the library who will gradually broaden their use to include more serious materials, once they learn of their availability and accessibility. Students echoed the laments of librarians who have been decrying the lack of funding to keep the most basic reference collections current, to bring back the periodical collections to 1978 levels, to provide current fiction and non-fiction--both serious and recreational--and to provide the staffing needed to process them properly.

One of the most frequent comments on many campuses concerned the inoperable state of microform reader-printers. Hundreds of thousands of dollars have been invested in microform collections; the appropriate hardware to read and print from them has been acquired; but the District has no maintenance agreements with any of the manufacturers, and the campus repair persons do not have the training or the appropriate parts to service the machines.

Books and periodicals must be provided first; then the student looks to records and tapes, both of an instructional nature--especially language tapes--and a recreational or enriching one, requesting a wide range from classical to pop. Videos are of some importance to students but more as a means to help them instructionally than for recreational purposes.

Hours are the single most important concern of all students on all campuses. Over 90 percent of the students responding on each of the nine campuses stated that an increase in hours was of great importance to them. A wide variety of highly creative suggestions were made concerning hours for opening and closing, but the consensus on all campuses was clear and should guide the thinking of librarians when funding permits increased hours of opening.

There were significant concerns on the part of students on some campuses regarding very basic needs in the library environment which are not currently being met: cleanliness, maintenance of lighting and equipment, and security and safety. It goes without saying that these problems must be addressed as a first priority. The librarians did not need to have students tell them of these glaring problems, but the fact that they did highlights even more the effects of a lack of appropriate financial support and staffing.

The combined tally of requested books, periodicals, etc. has far less value than the campus by campus tally. Several students on one campus, for example, may cite a need for medical dictionaries; those on another campus may need up-to-date copies of standard titles. Each campus will need to evaluate the students' comments in light of the specific curriculum program for that campus.

It is important to note that on many campuses there were many positive comments: the friendly and helpful staff, the quality of the collection despite the severe financial constraints, the fact of a pleasant environment conducive to study. These comments were not included in the District tally but were included in the campus by campus tallies.

In conclusion, it is felt that the survey provided much needed input from students concerning the conditions of our libraries as well as valuable suggestions to be used in the rebuilding process.

TABLE 3. SUMMARY OF STUDENT RESPONSES

COMBINED DISTRICT TABULATION

Number of responses from each campus:

City	22	Mission	34	Trade-tech	133
East	71	Pierce	43	Valley	44
Harbor	45	Southwest	29	West	9

Are there books or types of books you would like to see in the library collection ?	Yes 208	No 174
Are there certain magazines or newspapers you would like to see in the library collection ?	Yes 197	No 169
Are there certain records or tapes you would like to see in the library collection ?	Yes 125	No 221
Are there certain videotapes, filmstrips, or slides you would like to see in the library collection ?	Yes 101	No 206
How do you feel about the library environment ?		
Would you like more group study areas ?	Yes 273	No 151
Would you like another special area ?	Yes 228	No 170
Does yor library have adequate directional signs ?	Yes 307	No 68
Would you like the library to be open more hours ?	Yes 239	No 87
If you are handicapped, do you find the physical accessto the building adequate ?	Yes 5	No 4

Here is a list of special resources the library might provide. Please check those which you would find useful:

Career planning materials	Yes 213	Recreational reading	
Computers for personal use	Yes 213	o Books	Yes 140
Consumer information	Yes 150	o Magazines	Yes 155
Display case for student exhibits	Yes 111	Books and magazines in foreign languages	Yes 144
Reader's advisory service	Yes 110	Special eetnameses newspaper	

TABLE 3 (continued)

PERIODICALS

New York Times daily (3)
Washington Post
L.A. Times delivered daily (6)
Heraldd Examiner (2)
USA Today (14)
Surfing
Surfer
College Football
Off Road
Car & Driver
Cycle World
Runner (2)
Runner's World (2)
Running News (2)
Bicycling
Sporting News
Sports Illustrated (4)
Sports (4)
Stereo Review
World Music Journal
Guitar Player
International Musician
Keyboard
Music
On Child Development
Vanity Fair
Communication Arts
Artnews
Billboard
Teen Beat
Earth News
Funtime
Paris Match (2)
Science et Avenirs
Science et Vie
Islamic periodicals
Magazines from other countries
Progressive Grocer
TV, video and movie
Cosmopolitan
Vogue
About Rock and Roll
On parenting
Parents Magazine
On human behavior
Legislative Update
Men's Apparel News
Playboy
International Business
Popular Mechnaics
Mechanics Illustrated
Trade magazines
Nursing 84 (4)
American Journal of Nursing (4)
Nursing Outlook (4)
Real Estate Forum
FMR
Modern Photography (2)
Chinese Magazines & newspapers
New York
Chicago
World Republic
Psychology Today

In addition, there were requests for the most basic magazines, such as Time and Newsweek, to which every District library subscribes but which probably are unavailable to students on some campuses because of lack of staff needed to process and maintain them.

TABLE 3 (continued)

RECORDS AND TAPES

Current pop records (5)
Rhythm and blues
New Wave
Modern music
Jazz (4)
Classical (7)
Progressive
Christian (2)
Prince
Van Halen
Gospel (3)
Michael Card
Amy Grant
Class lectures (5)
Prominent lecturers
English conversation (3)
Spanish (2)
Shorthand dictation
Anatomy and Physiology
Math
Old time radio shows
Toffel tapes
Business
Politics
Rare classical
Country
Victory
Rush
Def Leopard
Michael Jackson (2)
Michael Smith
Pamela Stanley
Nursing (2)
On different cultures
Language tapes (2)
French (2)
Psychology

COMMENTS (other)

More tutors (9)
More photocopiers
TV area (2)
Student roundtable where students could find answers to their questions
Maintain lights, etc.
Expand library
Improve physical appearance
Better control of noise and disruptive people
Reserve books room
Area in which to listen to records and tapes (4)
Area where students can talk about homework without disturbing others
A place to eat (5)
Drafting area
Bathroom
Cleaner (5)
Children's area
Tighter security

ENRICHMENT

How to get the most out of your library
Music
Films for students, not just in the classroom
Careers (2)
Art history
Educational objectives, majors
Morale boosters
Astronomy lectures

5. INTERNAL OPERATIONS

GENERAL CHARACTERIZATION

Internal operations in a library are the means by which materials are selected, purchased, cataloged, and made available to faculty, staff, and students. These functions should be as efficient and economical as possible. For more efficient management and for the benfit of faculty, staff, and studnents, the main instructional support facilities should be in one location on each campus, with a centralized listing of all holdings available.

Book Selection

The libraries of the nine colleges of the District are as diverse as the Colleges they serve. This diversity is reflected in the emphasis of their collections. The library staff and the teaching faculty have joint responsibility for selection of materials for the collections. As subject experts, members of the teaching faculty have primary responsibility for the selection of library materials in their subject areas. The faculty members should regularly examine the library holdings in their subject fields and assess the adequacy of the collection with respect to current teaching emphasis. In addition, the faculty should be encouraged to suggest materials for the development of the reference and general collections. If the faculty does not enter into the selection procedure, the librarians select the materials.

The librarian is responsible for selection of reference books and general books (i.e., those not specifically related to the curriculum, but necessary for overall completeness). A balance should be maintained between the various subject areas and between standard and current works. No allotment of funds should be made for separate divisions, since doing so causes a rigidity in budgeting that prevents build-up of materials in areas of need and in support of new programs.

The library does not purchase copies of the textbooks currently used in the classroom, but it does provide supplementary textbooks. Students should be encouraged to suggest titles to be considered in the ordering process.

To keep the book collection up-to-date, materials should be discarded periodically. The faculty should review the collection in their fields and suggest material to be discarded; otherwise, the librarian should do the weeding of the collection.

As the list of materials to be ordered is generated on each campus according to the needs of the faculty and students, the ordering of these materials should be performed by the staff of the individual libraries. The colleges do not order enough of the same materials to warrant combining orders. Centralization of the purchasing would only mean added steps in the ordering process, further delays, and mistakes.

Cataloging

Cataloging of new materials also is better performed at each campus. The nine libraries do not all use the same classification system nor do they arrange the materials within each classification in the same manner. Each campus library has sections that are classified in a manner unique to that library. An attempt to make the classification systems uniform across the nine campuses would be costly, require considerable time and effort, and would provide no useful benefit to the faculty and students.

To have each campus perform the ordering and cataloging of the own materials works admirably. It gives control to the individual libraries. This system could be improved only if each campus could be responsible for its own financial obligations.

Future Objectives

In the coming years, the libraries would like to initiate various procedures to automate routines that are becoming difficult to maintain with the ever-decreasing number of professional, clerical, and student staff.

Circulation Control. Of the nine libraries, only two--West and Southwest--have automated circulation control systems, and it is agreed that this is a critical need for the rest. Implementation of a circulation system would allow the library to ascertain at any time the status of each book in its collection. It would also be possible to put holds on circulating books requested by borrowers. The system would provide tighter control on delinquent borrowers by sending overdue notices automatically. In addition, the libraries would like to tie in with the admissions and records computer in order directly to place and remove holds on students with library delinquencies. This would greatly improve relations with staff in admissions and records during the enrollment period. In general, the system would benefit both the libraries and its users by improving service and control.

Microcomputer Based Systems. A number of library-oriented software systems have appeared in recent years. Literature in the field of library automation has identified several inexpensive but powerful systems designed for medium-sized libraries. The libraries would be interested in a micro-computer that could run a number of these applications packages.

Card Catalog Production System. This system would provide the automating printed of full AACR-2 compatible cards. Although many books now come preprocessed, many others must have cards typed individually. The libraries do not have sufficient clerical staff for this task.

Serials Check-in and Claiming System. This system would provide an automatic accounting of the about 500 magazine and newspaper subscriptions received by each library. It would greatly improve the system for claiming missing issues and issues not received as well as providing better and faster service.

Acquisitions Accounting and Ordering System. This would allow instant access to orders and accounts for each book vendor. It would also streamline the bibliographic checking and verification of titles on order.

Word Processing. This would allow easier updating of various library publications that the libraries no longer can update because of their reduced staff. These publications would include lists for New Titles and Periodical Holdings, Helpful Handouts, and up-to-date bibliographies.

All of these innovations would require additional trained personnel and a financial commitment from the District.

CAMPUS-SPECIFIC CHARACTERIZATION

West

West is the first and still the only library in the District with significant use of computer technology for internal operations and services; both circulation control and catalog maintenance and access are automated.

At the time the decision was made to install computer equipment at West, there was no one on the library staff qualified to write the library software needed, and the District computer staff were not made available for help. A consultant recommended selection of a turnkey system, and CLSI was the only one at the time that could meet the requirements.

There have been some problems with the CLSI system (though none is unsolvable):

1. Down time. We need a complete back-up unit when the computer is down. We have a portable unit which can be used for circulation but we have no method of information retrieval (our card catalog was closed in 1982 and our only recourse is the shelf list which is not available to our students).

2. Browser use. A faster and simpler display is necessary. At present browsing users must wait until the complete bibliographic record appears before finding out that the book they want is not in the West library but at Southwest.

3. Catalog. We cannot make format changes at will. All software modifications are monitored by CLSI.

4. Maintenance. The continuing cost of maintenance is very high.

We recommend District-wide networking access to the periodicals, audio-visual materials, and books in the District system. As our budgets continue to shrink, we will have to cooperate with each other so we see the need for more interlibrary loan services. The cost of phonelines, though, is prohibitive, so we should look into the latest advances in microwave technology. We realize the initial cost of installation, of equipment, and of the formation of a data base will be high, but the advantages and benefits should make it profitable.

Pierce

Automated circulation is a high priority at Pierce, particularly at this time of under-staffing. It would improve efficiency, allow for greater control, and free the few remaining staff members from the routine though important duties in checking in and out library materials, sending overdue notices, controlling habitual library abusers, and reserving books for students. In addition, we would like to tie in with the Admissions and Records computer, in order to place and remove "holds" on students with library delinquencies. This would obviate the frequent sending of hand written lists back and forth during the semester. This is especially critical during registration and at the end of the semester.

A microcomputer would be a welcome addition to the library, especially in cataloging, acquisitions, and ordering. Because of budget and staff cuts, technical service procedures are suffering. We are in danger of losing control of running the library properly. A computer with the proper library oriented software system would seem a likely solution to many of the problems.

Purchase of a word processor would save many hours of clerical time and allow the library to keep current such indispensable publications as the Periodicals Holdings List and continue to produce such valuable and useful publications as subject bibliographies and suggested topics for term papers and speeches.

Mission

While automation is not a critical need at Mission College at this time, it is expected that it will be so as soon as the LRC moves to the new campus, especially if there are no additions to the present clerical and professional staff. A system that would eventually integrate circulation, acquisition, and cataloging functions is desirable.

With respect to circulation, at present much time is spent by the clerical staff on overdue reminders. Furthermore, books in circulation can only be retrieved by call number; it would save much time to be able to retrieve by borrower's name and author/title. Also, the hand-written delinquent borrowers list is time-consuming to use each time books are checked out to a patron, and it is difficult to keep it up to date.

With respect to cataloging, a computerized system would save much clerical time. Even though most books come fully processed, there are changes and corrections that must be made on at least 15 percent; these include call number, edition statements, addition of designators (e.g., REF, X, dates, volume numbers, etc.) must be added on each individual card. Audiovisual materials must be originally cataloged by the library staff in almost every case. At present, all of this is accomplished by one clerk who is on duty in the evening and, at the same time, must cover the circulation desk and answer the telephone.

City

Some form of automation for control of circulating books is necessary. A new security system to replace the present system, which has proved to be inadequate and results in the loss of a considerable number of books, is necessary.

A microcomputer should be acquired for such purposes as catalog card production, publication of bibliographies, lists, and student self-help handouts (such as, "how to format bibliographies", "how to write a book reports", etc.).

There should be restoration of staff, both certificated and classified, and of student assistant hours. The present work/study student program means that there are no student workers for the first three to four weeks of the school year and it creates many scheduling problems throughout the school year.

East

Some form of automated ordering procedure, on campus, would contribute to a more efficient, time saving acquisition process. Multi-form ordering procedures could become more facile and bibliographical control could become more enhanced.

There are negative aspects to a centralized ordering procedure within the District. A too uniform, blanket selection practice could be imposed which would restrict flexibility and individuation for all nine libraries in meeting their differing school population needs and their specialized curricular demands. Frances Vella speaks well to this idea; see paragraph 5, page 1 of her general analysis of libraries on campus and in relation to the District. A centralized ordering procedure could well produce the opposite from goals anticipated, with a burdensome structure, District located, engaging in time-consuming duplicative tasks.

At East, the chairperson is the book cataloger. More than 90% of books ordered arrive pre-processed by the vendor (Mid-west). There are strengths and weaknesses inherent in the policy of favoring a computerized catalog at East library. The professional staff at East concludes that, at this time, a computerized catalog is not warranted. A system to improve our card catalog would abide in the addition of more hourly rate certificated hours than we now enjoy. At present, our allocation of only 6 hourly rate librarians is in assignment revising the card catalog.

EBSCO's computerized ordering systems for accessing periodicals appears adequate for East's needs at this time. However, we are open to discussion and research on other computerized systems that might enhance the processing.

A facsimile reproduction system appears to us as a positive technique in establishing an interlibrary loan procedure.

We join with Martha Kuljian, and probably others, in favoring the use of a word processor in updating a variety of library engendered lists.

Harbor

There is need for improvement of technical services. There is need for evaluation of existing equipment to determine whether repair or replacement is necessary, including all microform readers and reader/printers.

There would be great value in an on site word processor.

Automation needs, in order of priority, are as follows:

1. Circulation system for collection control, inventory, and delinquencies

2. Computerized catalog to upgrade speed and efficiency of data entry and retrieval and generation of bibliographies

3. Ordering and order records maintenance

4. Cataloging services (e.g., use of OCLC), though these are likely to be more expensive than our needs now

5. Networking of colleges for cooperative functioning of all of the above plus interlibrary loan

Valley

In the coming years, the Valley library would like to being to initiate various procedures to autmote a number of routines that are becoming difficult to maintain in light of the cuts to the professional, clerical, and student worker staff in the past three years.

Circulation System. Automation of the Library's circulation systems continues to be a critical need. Clerical and student worker cutbacks have created havoc in the library's circulation department. The automated circulation system in operation at West was designed to accommodate all of the colleges in the District. At present, it is greatly underutilized, since West is the only user. Although the system is designed with modules for both circulation and online catalog, they run independently. An online catalog (the more costly of the two modules) is not needed at Valley at this time.

Implementation of the circulation system would provide tighter control of delinquent borrowers, allowing the library to identify problems and limit circulation of materials to borrowers who habitually do not return them. In addition, it would allow us to abandon our time-consuming manual "hold request" system of recalling and reserving books that are checked out. It would also save considerable time and effort involved in identifying overdue books and sending overdue notices.

Microcomputer Based Systems. A number of library-oriented software systems have appeared in recent years. Literature in the field of library has identified a number of inexpensive but powerful systems designed for medium-sized libraries. Valley library is interested in purchasing a microcomputer that could run a number of these application packages, including:

Card Catalog Production. This would provide for the automatic printing of full AACR-2 compatible cards. Although many books now come processed, many other must have cards (sometimes up to 15 or 20 cards) typed individually. Due to cuts in the clerical staff, the library has not been able to replace a trained cataloging assistant who retired. Now there is a continual backlog of cards to be typed. Frequently this means that the certificated staff must spend time typing cards.

Serials Check-in and Claiming. This would provide an automatic accounting of the 450+ magazine and newspaper subscriptions received by the library's Periodicals Department. It would

greatly improve the system for claiming missing issues and issues not received.

Acquisitions Accounting and Ordering. This would allow instant access to book vendor orders and accounts. It would also streamline the bibliographic checking and verification of titles on order.

Word Processing. This would allow easier updating of various library publications that the library can no longer update because of its reduced staff. These include the New Titles List, the Periodical Holdings List, 20 different titles in the "Helpful Handouts" series, and 40+ specialized subject bibliographies.

ADDENDUM

We would like to submit a statement to add to some of the more technical aspects of the Report. It seems to us that this District has always had a commitment to a strong library collection and instruction in its use. Although not explicitly articulated, it has been taken for granted that, given the mandate and goals of the community college, library resources are a vital component of the educational process. It has been assumed that every student should have the basic skills to make effective use of library resources and that librarians have a responsibility to teach this competence. All library faculty are credentialed teachers, and the entire library service effort is focused on instruction in library use.

No instruction program can be successful without a strong and effective commitment from administration. Its attitude can make or break a program. The academic institution must produce and sustain an environment encouraging easy access to library service. It is necessary that there be continuing financial support and that such support be sufficient to provide the professional and supportive staff, the equipment, materials, and facilities necessary to obtain this objective. No effort can succeed without an adequate budget, and only concerned and committed leaders can make this feasible.

As the United States rapidly shifts from a mass industrial society to an information society, over 55 percent of our workers are now in the information sector, and more than half of our gross national product is based on the development, storage, transfer, and use of information. Information and its handling and use is not only pervasive in every aspect of our lives, but it has become a separate industry with the occupations involved in information and knowledge numbering 600 and climbing. Not only is the ability to find and use information as important as being literate, but the library is the logical place to be the workshop and laboratory for most information handling.

The librarian of the future will be an information specialist. To function as intermediary between users and the computerized operations, such as online searching of subject data bases, the librarian needs access to the technology. Librarians are eager to move ahead, and the administration must take the lead.

Over the past ten years, the emphasis in libraries has shifted from collecting and storing library materials to using and understanding them. The focus is increasingly on library users and their needs as much as on materials and their bibliographical control. Is there a consensus that a broad base of

library skills should be a basic component of our curriculum? How do we determine specific needs of individual institutions as they affect our library programs? Once we are certain that we are on common ground, as has been taken for granted these many years, we can move on to choose one sort of program over another and evaluate the effectiveness of the existing program.

We know that the community college, with few admission restrictions, attracts a wide diversity of students. This presents a formidable challenge to the librarian attempting to design a library program. Taking a variety of courses--remedial, general education, college transfer, and vocational and technical--our students score significantly lower on all current measures of academic ability and are academically disadvantaged compared with university students. It is safe to conclude that without extensive instruction, the majority of these students could not perform the simplest of library tasks.

At this writing, the Reagan administration has reduced government spending on social services. These cutbacks represent an erosion and reversal of historical development that established education as an essential right for all. These deprivations are aimed at the poor and, by implication, at racial and ethnic minorities. Our students by and large are those previously underrepresented in higher education--older, from lower social and economic levels, ethnic minorities, and women. Is it chance that at this same moment our library resources have been cut and we are witnessing a breakdown in services and collections? Is the message that there will be one kind of information for the "haves" and not much of it for the "have-nots"? Is this where education and democracy part company? If so, we are well on our way toward creating a class of "informationally disenfranchised". The role of the library is as clear as the conditions of democratic life: openness, controversy, pluralism, universal participation. What is not clear is how far the library will sink into a split-level system of education whereby the community college is relegated to the lower depths.

We are at the end of two decades of economic and social convulsion. The middle of the job market is collapsing as more and more jobs are created at the extremes of the labor force and fewer in the middle. Some political leaders have come to argue that our system is "overloaded" by demands from the citizenry and democracy is blamed for stimulating these excessive demands. We are asked to lower popular expectations. Both the poor and the middle income classes continue to suffer from cutbacks in essential government programs that were to promote health, education, housing, and the environment. Our colleges are severely overburdened by steadily mounting financial pressures and an overall decline in support.

Some rationalize that efficiency attained through technology is the immediate goal. Is it any wonder that we librarians are being asked to justify ourselves as providers of "technologies for information processing and communications"? In this way we become party to a two-tiered system of education--for a diminishing and deserving number, technical training and low-level jobs, advanced training for higher paying career. The future of our libraries will rise or fall with the fortunes of liberal education and the commitment of lack thereof of our leaders.

6. ADMINISTRATIVE ORGANIZATION

Though the libraries of the District have a common goal--to support and supplement the curricula--actual attainment of this goal is achieved in various ways. Each Library/LRC reflects its own programs, faculty, and administration. Each is very individual in collection, scope of services, and needs. Each reflects the attitude and support given it by the faculty and administration of that campus. An administration which fully understands and appreciates the importance of the library as the information center of the campus will be more supportive of library needs and services through budget and staff allocations.

The same is true of faculty support. Faculty often need to be educated and made to see the direct relationship of the library to the classroom and that the library is a support to them and not a threat. If this is communicated, the support for library programs and needs will be forthcoming. Our libraries also reflect their student body--their ethnicity, social stratum, economic level, and interests.

Because of this individuality, it is impractical to have a central library director or library section, as the Unified District once had. No one person can serve or understand all these diverse elements. District personnel often lose all frame of reference with the campus and the student. In short, libraries could not serve all these groups if staff, collection, and services were standardized. It is far more practical for each campus to continue as it is. A lesson can be taken from the LA Unified School District which finally disbanded its Library Section as too costly and inefficient.

This does not mean that standards are wrong or should not be considered. In particular, support for the library is highly dependent upon the extent to which local administration is "library oriented", resulting in discrepency among the campuses in budget and staffing allocations. Perhaps some minimum standards, concerning resources, services, collection, and staff, would be in order. Such standards are available from organizations such as the American Library Association and the Learning Resources Association of the California Community Colleges. It is important that our standards reflect national and state standards since accreditation often is dependent upon these criteria; there is no need for the District to "reinvent the wheel" by forming its own, new standards.

Another area often considered for centralization is technical services. A study conducted by a Library Science class from U.S.C. in 1978 showed less than 25% overlap in collection. As state above, each library collection reflects its own students, faculty, and curricula. It would be impossible to standardize the selection of materials. As for the mechanics of ordering and receiving materials, the volume would be immense since there is so little duplication; it would be necessary for the campus to check in materials received, to claim for damages and non-recepts, and to provide for the necessary record-keeping. What would be the savings in personnel when many jobs would need to be done twice?

As for cataloging, the situation is even more complicated. Many of the libraries use the Library of Congress classification; others use the Dewey Decimal System. Since there is no central authority file, through the year each library has adapted class numbers and subject headings to meet its own needs. A sudden change or attempt at uniformity would be chaotic and would not serve anyone's needs at this time. Of course, in the event that a complete computerized data base is created for the District, uniformity might become desirable. But at this time, given the diversity of systems and authorities, it would only result in double work. More confusion would be added for those already using computers. Cataloging information currently is keyed in directly at such a campus. Under centralization, would this continue or would there be the need for remote input? Perhaps the District would consider subscribing to services such as OCLC?

With respect to internal administration, the several libraries show a similar diversity. the majority now have a chairperson who is elected and is "faculty", not "administration". Several years ago, with the onset of collective bargaining, the coordinators (as chairs were then called) were divided into two groups. Those with dual responsibilities for both the library and the audio visual/learning centers retained the title of coordinator and were designated as administrators; those who supervised only the library became chairmen. Many coordinators chose to maintain their status as faculty and became chairmen. As it stands today, some chairs have responsibility for the total LRC and some do not.

In this respect, the libraries of the District should all become complete LRCs, whether they are called that or not, and functions and services should be unified on each campus. The organization, acquisition, and cataloging of materials is the same, whether print or non-print. Only a librarian has the training and expertise needed to oganize and distribute these materials and make them readily available to faculty and students. Of course, technicians should be either on the LRC staff or available to it for the repair of equipment. Faculty with expertise in the use of non-print materials also should be available to work with the library chair and provide general supervision of the many tasks in production and distribution of materials and equipment.

Staff development is one area in which District-wide programs would be of value. In prior years, an annual workshop was held for all library personnel, both certificated and classified. This necessitated closing the libraries (usually on the last day of the semester). Speakers and demonstrations on new materials and equipment were often part of the program and were well received by all. This ended due to lack of staff, funds, and willingness of some administrators to cooperate. There is real need for library staff to keep abreast of developments in the information area, since it is changing so rapidly and expanding so quickly and radically.

Should the campus administration be supplemented by a system-wide administrator, concerned with those program areas that cut across all of the campuses and able to serve as the spokesperson for library programs and policies at the highest levels of the District? The librarians recommend against this, with the view that it would simply add a layer of bureaucracy and red tape. Through the years, there has been cooperation among the libraries; the library chairs meet once a month to discuss common problems and projects. Contracts with vendors have been negotiated for the District as a whole (e.g., periodicals, bindery), so as to obtain the best price for the best service, but the chairperson of the groups of library chairs has acted as the spokesperson to the District, under the advisement of the

other chairs. The librarians feel that this is more democratic and still allows autonomy and individuality.

The difference betweem professional jobs and classified jobs is important to recognize. While some jobs indeed can be carried out by paraprofessionals, others--especially selection, acquisitions, cataloging--require professional knowledge. And the functions of reference service and bibliographic instruction to college students clearly require not only professional but academic knowledge. It is for this reason that the Education Code states that librarians should be teachers.

In summary, the librarians recommend autonomy for each library. they see value in cooperation and are not blind to the financial and academic advantages of joint venture. There are also needs for staffing and funding to function efficiently, for which District standards may be appropriate. And there are opportunities seen to inquire into and enter into some of the new forms of technology.

SUMMARY OF RESPONSES TO "ORGANIZATION QUESTIONNAIRE"

A questionnaire was distributed to all libraries to obtain their views concerning issues related to organization. The following summarizes their responses:

All respondents are agreed that each library should retain whatever degree of local administrative autonomy each now enjoys, because of the freedom in responsiveness to highly diverse programs and populations allowed by this mode of operation. District diversity precludes much overlap in collections and services, thus minimizing the financial gains to be realized from centralization and maximizing the opportunities for bureaucratic failure, duplication of labor, delay, and mistakes.

Half of the respondents feel that District budgetary vicissitudes and take-backs compromise campus autonomy. Some recognize an ever increasing and unsettling District bias in the direction of centralization.

Fifty percent of the respondents unequivocally believe that library needs would be and are better served through the existence of or the establishment of library committees on the individual campuses. The others are uncertain, but they express doubts about the motives of faculty and administrators, their commitment to such committees, and their credentials to serve. One campus found its committee to be adversary and thwarting; another reports faculty as regarding such assignments as "burdensome" and their contributions as merely "rubber stamps".

Those sanctioning committee believe that prospective committees should be composed of varying combinations of faculty, students, and (either ex officio or not) at least one librarian, an administrator, and an AFT representative. The function of the committee should be supportive, not supervisory, and aimed at creative new ideas and actions in support of the library's fiscal and staffing needs. The general feeling is that released time should not be granted for such service, and that the library committee should be treated, in this respect, like any other campus committee.

Five of the eight respondents believe that there should be a district level administrator whose primary function is the informed and positive representation of the District libraries' needs and interests. One of the dissenters states that we aleady have such and there is no guarantee that

that the person selected will know or care about libraries. Another negates the idea on the ground that having such an administrator/intercessor would not guarantee LRC support from either the District or local administration whose often conflicting goals might leave the LRC in the middle. Even those who desire District level representation (either formal full-time or informal part-time lobbyist) express great reservations and impose the contingencies that the position should be filled by someone who is interested, with the ear of the powerful, able to recognize the value of libraries and the contributions of librarians, and understanding the mission and goals of the District libraries.

There is an even split among those responding to the question concerning the nature of the position of the library lobbyist. It reflects respective positions on the question as to whether the job should be formalized as a District level position, carrying a title, or be an additional responsibility of someone already serving the District in another capacity. It was suggested that administrators responsible for curriculum should become the liaison, that we accept high level volunteers, that librarians choose a respresentative who would then assume a position equivalent to that of Louis Hilleary, that all District level administrators should be advocates, etc.

Those who reject the idea of someone with supervisory power, such as a central "library director", do so on the ground of impracticality due to the diversity of our libraries and their environmental contexts as well as the impersonality generated by distance from the source of action. District personnel "often lose all frame of reference relative to the campus and student". Similarly, the majority of respondents reject the idea of a District Library Committee, for much the same reasons but with the added concern that "to create one would be to create a bureaucratic overload".

All respondents overwhelmingly agree that the current staffing pattern for libraries is seriously deleterious to our function. The assignment of three librarians to handle the diverse operations of reference, periodicals, cataloging, acquisitions, audiovisual, library instruction, and chair duties is staggeringly preposterous. Since centralization of administration and technical services would not seem to be cost effective in our current circumstances (as cogently pointed out in F. Vella's position paper), and short of the District subscribing to OCLC or its equivalent for all of us, the only solution to our "library crisis" is Hire, Hire, Hire! Suggestions to remedy the intolerably late assignment of student assistants include the provision of a fixed budget (just like that for books) for student employees other than CWS (in part constrained by federal legislation) at the beginning of the fiscal year.

It is generally, though not exclusively, held that without a District commitment to automate all of our libraries (which is not currently warranted) no services should be centralized at this time and that, perhaps, even financial services would be improved if they were tranferred from District to local campus fiscal control. As S. Lamont points out, clerks and technicians at the District level do attempt and frequently succeed in making policy decisions relative to what kinds of accounts with vendors the libraries may be allowed, etc.

All respondents posit the existence of a very excellent level of intra-District cooperation now. It could be enhanced with the addition of staff so that we could reconvene the specialized committees that used to exist relative to cataloging, ordering, instruction, etc. All would like to do more with instruction and interlibrary loan. Cooperation in purchasing

some reference materials, magazines, and supplies is also suggested, but this poses more difficulties in terms of use priorities and lack of facilities for immediate document delivery.

Relative to the allocation of funding, the various respondents have a difference in perseption as to whether the District or local administration is in control of the purse strings and where that control should lie. The opportunities for unfair treatment at the local level are mentioned as well as the need to adopt minimum standards, whether based on proportional parity or some other measure acceptable to all concerned. Published standards, such as LRACCC, were promulgated for such a purpose.

Most repondents find the perception of the status of librarians on their respective campuses to suffer in comparison to that of classroom instructors, and most find this perception to be damaging to the administration of their libraries, since they are negotiating from an assymetrical position. The result of this perception might be neutralized by the creation of situations through which the libraries might generate WSCH, by establishing library committees, by enlistment of a powerful library lobbyist to raise the consciousness of the District, and by accelerated interaction of librarians with their colleagues in participation in campus affairs.

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